

SEND Information Report

November 2019

SENDCo: Mrs S Rawnsley

SEND Governor: Ms M Black

Contact: 0151 226 1871

Overview:

Welcome to our SEND Information Report.

All Governing Bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. This published information is updated annually.

The areas of Special Needs for which provision is made at our school:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

- **Communication and interaction**

Children may access a number of programmes, such as Black Sheep and Time to Talk. Some children may have visual timetables and may make use of PECS symbols. Children who are having specific communication difficulties can be referred to speech & language therapy with parents' permission.

- **Cognition and learning**

Class teachers will plan work/activities for their pupils. They will differentiate the curriculum to take account of different learning styles, interests, abilities. Support staff will support the teachers in enabling children with SEND to have access to an appropriate curriculum and deliver interventions to close the gap for children experiencing difficulty. Some children may work with Mrs Walsh, our Assistant Head or Mrs Rawnsley, SENDCO, SENISS or other outreach services that we employ.

- **Social, emotional and mental health**

Children are supported first and foremost by their class teacher and teaching assistant. Where necessary the SENCO or Pastoral Care Manager may support individual or small groups of children using a number of programmes. If it is deemed necessary and with the agreement of the parents, children may receive some counselling/play therapy sessions from our school counsellor. If further support is necessary, it may be requested from CAMHS or YPAS.

- **Sensory and/or physical needs**

Class teachers plan and differentiate the curriculum to ensure all children are able to participate. The learning environments may be adapted to take into account an individual's needs and specialist equipment and resources may be sourced.

If necessary we welcome physiotherapists and occupational therapists into our school to work with the children and/or provide advice. If required we make referrals to the CAAT team for assistive technology assessments.

As of November 2019, we have 67 children or young people receiving some form of SEND Support.

Identifying & Assessing Pupils

These are the policies we use to identify and assess pupils:

- Assessment Policy
- SEND Policy

We have internal processes for monitoring and evaluating the quality of provision and assessment of need. These include, learning walks, data analysis, classroom observations, pupil interviews, monitoring planning and book scrutiny.

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
EHAT/Annual Reviews	Parents, SENCO, any involved outside agencies, class teacher/support staff. Local Authority	Every 3 months or as needed
Open door policy (Parents may request to speak with Mrs Sime, Mrs Evans, Mrs Rawnsley or Mrs Grier)	Headteacher, Deputy Headteacher, SENDCo, Pastoral Care Manager	As needed
Parents meetings/Pupil profile reviews/Pupil voice questionnaires	Parents, class teacher, child (where appropriate)	Termly or as needed

How we evaluate effectiveness of provision

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners. We use PIVATS to track progress for those children who are working below the National Curriculum.

Assessing & Reviewing Progress

Every child on the SEND register will have an Individual Pupil Profile. Targets will be set and these will be reviewed termly. In addition to this, children who are receiving interventions will have an intervention book and the member of staff running the intervention will keep notes & will track key information. Mrs Rawnsley monitors the Pupil Profiles and intervention books. She liaises with intervention staff every 3 weeks.

Approach to Teaching

High quality teaching is the first step in responding to pupils who have or may have SEND. It is key that all staff have an understanding of the child's needs, know the barriers to learning, what the child's strengths are, have high aspirations and what teaching strategies are known to help.

Adapting the Curriculum & Learning Environment

Class teachers plan & adapt the curriculum to ensure that all children are able to take part. Teachers may break down tasks into smaller, mini tasks, they may give extra time, provide visual prompts, give support to enable children to organise their writing or provide alternative methods of recording.

Additional Support that is available

Visual timetables are in every classroom, all classes have an additional adult as well as the teacher. There are many interventions that run throughout the school. All classes have a number of laptops/ipads that can be used to provide an alternative method of recording.

How the school enables pupils with SEND to engage with activities

Activities are chosen with all children in mind and teacher's plan accordingly. PE lessons are adapted where necessary and a teaching assistant will always be there during the PE lesson to ensure that they can support children with physical disabilities. Children who require additional support on the playground are identified and a named adult is responsible for their safety/well-being. Peer mentors have an important role in ensuring that all children are engaged in activities if they wish.

Support Available for improving emotional, mental & social development of pupils

Mrs Rawnsley & Mrs Grier, the Pastoral Care Manager, work closely with the school counsellor who provides support for children who are struggling socially, mentally or emotionally. Children who have had a bereavement or separation may also attend Rainbows. Additional referrals may be made to CAMHS or YPAS if necessary. All children in Y2 & Y6 take part in Mindfulness training also.

Contact Details for SENDCo:

Mrs Sarah Rawnsley

0151 226 1871

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Staff development, Qualifications and Expertise

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Initials of person	Area of expertise	Level of Qualification (i.e. Masters, NVQ, Degree, HLTA)
SR	SEN	National SENCO Award, Post Grad - Dyslexia
HG	Pastoral Care	Degree
ES	Counselling	Diploma

The SENDCo attends the School Improvement SEN Briefing in March and November and attends other training via consortia. This year, after completing an audit of need, training has centred around speech & language & how we can intervene to improve outcomes for children.

Staff deployment and use of specialist equipment and facilities

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, this includes for them to gain independence and are prepared for adulthood from the earliest possible age.

Support staff, through quality first teaching, assist the teachers in enabling children with SEND to have access to an appropriate curriculum. They liaise with the class teacher, help prepare resources and adapt materials, lead interventions and promote the inclusion of all children in all aspects of school life.

If specialist equipment is deemed necessary, school may take advice from the CAAT Team based at Springwood Heath or ask for assessment by the OT service.

If it is felt necessary, by school and parents, top up funding is applied for to enable any children who require additional support to make progress or to participate in the activities of the school.

Arrangements for Consulting Parents

Parents are consulted at EHAT meetings, termly parents meetings and at reviews. In addition to this, if necessary, Mrs Rawnsley will arrange further meetings with parents and possibly outside agencies. Parents are very welcome to call into school or telephone to make additional appointments.

Arrangements for Consulting Pupils

Any children who have an EHAT, EHC Plan or are in receipt of top up funding are involved in the process. Mrs Rawnsley will meet with them before the review and try to capture their voice. In addition to this Mrs Rawnsley carries out pupil voice questionnaires termly.

Complaints

In the first instance any concerns should be raised with the SENDCo. A formal complaint against the provision of SEND should then if necessary be made to the Head Teacher. Following this the complaint could be referred to the SEND Governor. Some aspects of SEND are not directly covered by our school's Complaints Procedure as other external bodies such as the Local Authority will carry responsibility.

School External Partnerships

We also work with several external partners including the ADHD Foundation, SENISS and Liverpool Autism Outreach Service.

We believe this has benefited our children/young people and their families in the following ways:

- Advice & support for school staff
- Advice & support for parents
- Resources provided
- Further assessment completed
- Signposting to other services.

Where necessary any health and social services bodies, LA support services or voluntary organisations are invited to attend EHAT reviews or EHC reviews.

Support Services for Parents

We work closely with the following organisations and signpost parents to these support services:

Advanced Solutions www.advancesolutions.co.uk 0151 486 1788

ADHD Foundation www.adhdfoundation.org.uk 0151 237 2661

CAMHS www.freshcamhs.org 0151 293 3662

Dyslexia Action www.dyslexiaaction.org.uk 0300 303 8845

Isabella Trust www.theisabellatrust.org 0151 378 0998

YPAS www.ypas.org.uk 0151 707 1252

School's Arrangements for Supporting Pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living

This year we worked with our feeder partners to welcome 8 children with special educational needs or disabilities and we supported 6 children to the next phase in education

Our approach involved attending School Improvement Liverpool's Transition Event, negotiating additional visits to secondary school settings for vulnerable students and holding additional visits to aid transition for a number of reception children and visiting nursery settings.

Local Offer

To view the local authority's local offer copy and paste the address below into your browser:
fsd.liverpool.gov.uk/kb5/Liverpool/fsd/localoffer.page?familychannel=10

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

Planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and monitoring how this impacts on development.

In preparing this report we have included staff, governors, parents and children and young people through questionnaires and meetings both formally and informally.

Relevant school policies underpinning this SEN Information Report include:

SEND Policy, Teaching and Learning Policy, Marking Policy, Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010

Date presented to/approved by Governing Body:

Nov 2019